

Management of the Principal of Cakranegara State Kindergarten in the Implementation of the Preschool to Elementary School Transition Program

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Abstract. This research aims to reveal the efforts of the Head of TK N Pembina Cakranegara in implementing the PAUD to SD Transition Program. The method used is descriptive qualitative. Based on the results of this research, it is known that the efforts of the Head of Kindergarten N Pembina Cakranegara are in building children's literacy, numeracy and foundation skills by building teacher understanding regarding these abilities, then preparing activity plans, introducing Litnum stimulation techniques and appropriate foundation abilities to parents of students, implementing the program by teachers and Kindergarten Heads, and monitoring by School Heads. The strategy of the Head of Kindergarten N Pembina Cakranegara in maintaining the harmony of PAUD and early elementary school learning by involving the Mataram City Education Office when conducting outreach to nearby PAUD, visiting SDN Model Mataram and SDN 48 Cakranegara which aims to introduce the environment and atmosphere of learning in elementary schools to students, as well as uploading documentation of activities via the Mataram City Elementary School PAUD Communication Forum Whatsapp Group media.

Keywords: Early Childhood; Kindergarten Principal Management; PAUD to Elementary School Transition.

INTRODUCTION

According to NAEYC (National Association for Education for Young Children), early childhood is children aged 0 to 8. NAEYC is a significant non-profit association in the United States representing childhood education teachers, educators, centre directors, coaches, college educators, early childhood families, policymakers, and advocates. NAEYC was founded in 1926, aiming to improve children's welfare with a primary focus on the quality of educational and developmental services for children from birth to 8 years of age. Based on the definition of AUD, when compared with the level of academic services, children who undergo education from PAUD to early elementary school (grades 1 and 2) are included in early childhood. This age is also known as the Golden Age or the Golden Age of Children [1], the most strategic age for forming the primary basis for developing children's attitudes, creativity and intelligence.

Improving the quality of PAUD services is directed by paying attention to the principles of the child's world, namely the world of play. This mandates that educational practitioners should be able to carry out all learning stimuli in PAUD to early elementary school using a play approach, using concrete objects, being fun, and involving all of the child's sensory motor skills.

Data obtained from BPS sources in 2020 revealed that there were around 32.96 million children in the early childhood category in Indonesia (12.19% of the total population of Indonesia, number 270.20 million people). Of this number, the percentage of young children attending PAUD reached 27.68% (ratio of around 1:4). This percentage is a positive number that is expected to provide the potential for the complete and comprehensive improvement of early childhood services. Meanwhile, at the elementary school level, based on statistical data from the Ministry of Education and Culture [2], nationally, there are

still 5,759 students who repeat classes distributed from class I to class VI. From this data, 227 students repeated in the NTB region (205 boys and 22 girls) or around 3.49% of the number of students who repeated nationally. Some possible causes for this number to still appear are the lack of children's literacy skills, independence, physical and psychological factors that children are not ready for, the learning environment, and many more.

It is considered necessary for children to take pre-primary services at least one year before elementary school to reduce the number of repetitions at the elementary school level and simultaneously support improving the quality of educational services. This aligns with the objectives of preschool education in Government Regulation Number 27 of 1990 Preschool Education, which aims to help lay the foundation for developing attitudes, knowledge, skills and creativity students need to adapt to their environment and further growth and development. Furthermore, in Article 1 of Law No 20 of 2003 concerning the National Education System, early childhood education is carried out before the basic education level.

Based on the results of the Preliminary Study in 2020 on a sample of four PAUD institutions in Mataram City, field facts were obtained that there are still drilling practices that are not by the early childhood learning approach in teaching literacy and numeracy, especially reading, writing and arithmetic for children who have entered the large age group/ready to enter elementary school [3]. This practice is caused by several factors, including educators' lack of understanding and ability to manage learning in PAUD. There are still listing ability tests for children who will enter elementary school, so many parents force education providers in PAUD to focus on preparing listing ability during their children's school years. Apart from that, differences were also found in learning strategies in the implementation of education in PAUD-SD education units. Several misconceptions are still widespread in society, including that the abilities built-in children in PAUD are very focused on listing. Besides, listing ability is considered the only proof of learning success and can be built instantly.

One of the government's efforts to restore the essence of play for early childhood while eliminating the gaps that occur during the

transition period from PAUD to SD is through the Technical Guidance (Bimtek) Implementation of the School Readiness Program which the Directorate of Early Childhood Education has organised since 2020 (currently called with the PAUD to SD Transition program). This technical guidance is implemented to assist district/city education offices in implementing the School Readiness Program Implementation program with the Technical Implementation Unit (UPT) of the Ministry of Education and Culture PP/BP PAUD and DIKMAS (currently BGP/BBGP) in all provinces in Indonesia. One of the regional government agencies in NTB Province that received support for implementing this program is the Mataram City Education Office in 2021. To make its implementation successful in the Mataram City area, the Head of the Mataram City Education and Culture Office has formed a forum called the City PAUD-SD Communication Forum Mataram. This forum has members consisting of elements from the Mataram City Education Office, educators and/or managers of several PAUDs, educators and/or managers of several elementary schools, kindergarten supervisors, elementary school supervisors, and committee members from each PAUD and SD involved (in the Decree Establishment of the Mataram City PAUD-SD Communication Forum 2020-2025. 2021).

In 2022, this program will undergo improvements by the PAUD Directorate and SD Directorate, known as the "PAUD to SD Transition Program". This program is a form of the government's seriousness in implementing Article 69 § 5 Government Regulation Number 17 of 2010 concerning Management and Implementation of Education, that "Admission of students in class one of SD/MI or other equivalent forms is not based on the results of reading, writing and arithmetic ability tests, or other forms of tests."

Considering the above, the author finds it necessary to describe the various efforts or strategies carried out by members of the PAUD-SD communication forum to make the PAUD to SD transition program a success in one of the Mataram City education units. Furthermore, the author chose one element from the forum members to be researched: the head of the Pembina Cakranegara State Kindergarten in Mataram City to obtain more focused and in-depth data and information. This was decided because it is believed that an essential element of

the successful implementation of the PAUD in elementary school programs starts from PAUD. Apart from that, the Pembina State Kindergarten has the authority to guide surrounding PAUD institutions so that it becomes a strategic forum for disseminating a program. Based on initial information obtained from the head of Kindergarten N Pembina Cakranegara, this institution has collaborated with local elementary schools to prepare its graduate students to enter elementary school since at least 2019. In the 2022-2023 academic year, several students will be ready to continue to elementary school 35 children. Armed with this initial data, the researcher will further explore the process and output of implementing the PAUD to SD transition program.

METHOD

This will be done by the Pembina Cakranegara State Kindergarten located at Jalan Neuningan Number 42 Lendang Lekong, Mandalika Village, District. Sandubaya, Mataram City. The qualitative descriptive research method is based on postpositivism philosophy to determine the natural condition of the object being studied where the researcher is the critical instrument [4]. The data sources in this research are 1) principal, 2) teachers, 3) children/students, and 4) parents of students.

In this research, to obtain information, researchers used data collection procedures as stated [4]: observation, interviews, and documentation. Data analysis is done by data editing, data presentation, and verification or conclusion. Data is collected through observation, interviews, documentation, data display, reduction, and conclusion drawing/verification.

RESULTS AND DISCUSSION

Several efforts have been made by the Head of Kindergarten N Pembina Cakranegara to develop a foundation of abilities in children, starting from planning, implementation, and supervision to reporting results. In the planning process, the principal, as the unit manager, ensures that teachers always include the development of 6 aspects of development (social-emotional aspects, religious and moral values, cognitive, physical motor, language and arts) in the

learning plans made, and when paired with This aspect of the Independent Curriculum program is in line with aspects in the foundation phase, namely religious values and character, social and language skills, emotional maturity, the meaning of positive learning attitudes, motor skills and self-care, and cognitive maturity. As stated during the following interview:

"Based on the activity plan prepared as an annual, weekly, and daily program, stimulation must be provided for six aspects of children's development: moral, social, emotional, cognitive, language, physical motoric, and artistic religious values. What is implemented must be adjusted to the plan (RPP). I control the contents of routine lesson plans every week."

This statement shows that teachers were previously accustomed to preparing activity plans that included six aspects of child development. In this era of independent curriculum, teachers' understanding is strengthened again by the Head of Kindergarten regarding the foundation phase when introducing the PAUD to the Elementary School Transition Program. It is known from the teacher's understanding of the foundation phase as follows:

"Yes, so the foundational abilities are related to 6 aspects of development related to independence, courage, discipline, and self-confidence. We have trained some children from the start to cry when their mother leaves them. We build attachment, and children become comfortable and brave at school over time."

Apart from that, parents consider it necessary to stimulate foundational abilities from an early age:

"Very important. Children need to be taught about good attitudes in addition to general knowledge. It is equally important and must be taught to children together. Because children need to know how to socialise, be independent, and have good manners besides being able to read and count."

The next step is to look at the role of the kindergarten head in implementing foundational skills development. The teacher carries out this foundational ability development as the Kindergarten Head. The mentoring role is carried out in the following matters:

"We apply it daily as a habitual activity to develop children's character. There are cases of children

with special needs, children who have difficulty controlling their emotions. He received special treatment with assistance from an exceptional teacher. Parents are involved in continuing appropriate treatment at home, and if necessary, this is accompanied by treatment by a therapist or paediatrician".

Which is carried out by the principal and is also in line with what the teacher implements in the classroom to cultivate a positive attitude:

"By introducing time to children. When is class, meal, play, and study time in class? We tell stories to children; for example, if a child is sick, we visit him. If a child has fallen, we help him, and so on."

The school principal controls children's development of literacy and numeracy skills and foundational abilities.

"The development of foundational abilities in children is seen and monitored through the behaviour shown by the children. "Apart from that, during supervision activities, we also see how appropriate the implementation of stimulating children's development is with the planning written in the RPP."

When researchers conducted interviews with teachers, information was also obtained that the principal, of course, routinely supervises the learning plans prepared by the teacher:

"The principal routinely goes into the classes weekly on Mondays to check the lesson plans."

In addition to supervision, every time the children come home from school, the teachers and KS discuss problems in the class."

The efforts by the teachers and principals above are believed to impact children's development positively. This can be seen in their development at school and home.

"Thank God, we can see that the development of children's abilities in 6 aspects of their development continues to increase after being facilitated. Children become independent, confident, and responsible and can worship daily."

"It could be said that around 80% of these children are ready to continue to elementary school level. It's just that we still expect the role of parents to continue guiding children at home. Because some children are still not precise in writing numbers or letters."

Alhamdulillah, the development of children's literacy and numeracy in this class is good because

the parents at home also support me by buying story books. So, the average child here already knows letters, reads pictures, and writes names. However, there are some children whose development is still slow.

Because learning is never forced and always by playing, my child is happy, and now he has good reading and writing development."

The final stage is reporting development results to the child. Notes on children's progress are regularly submitted to parents under the supervision of the kindergarten head. Daily reporting is carried out directly to the child's parents or via WAG (Whatsapp Group), and periodic reporting is carried out every semester via Report Cards.

"We report it through report cards. Apart from that, it is not uncommon for me to convey individual child development to their parents via personal WA or WAG so that parents know their child's progress directly."

With visits to the child's home when the child is sick or has problems. Sometimes, we also involve psychologists if needed.

"There is also a cooking class activity where we involve parents to help, while we use that time to convey information about children at school."

Several informants' statements revealed that parents often support their children's school activities. Teachers use this time to exchange information regarding children's development at school and at home.

Some of the efforts made by the Head of Kindergarten N Pembina Cakranegara in developing foundational abilities in children look the same as what was done in the previous aspect above. Literacy and numeracy skills and children's foundational abilities are introduced daily. It starts with planning, implementation, and monitoring and ends with reporting results.

In the planning process, the school principal first shares the perception regarding the importance of foundational abilities for children with parents at the start of the new school year/term introduction school environment. Furthermore, as unit manager, he also ensures that teachers always include the development of the six aspects development (social-emotional aspects, religious and moral values, cognitive, physical motor, language and arts) in the learning plans when paired with the Independent Curriculum

program, these aspects are in line with aspects in the foundation phase, namely religious values and character, social and language skills, emotional maturity, the meaning of positive learning attitudes, motor skills and self-care, and cognitive maturity.

The role of the kindergarten head in implementing foundational skills development carried out by teachers is to assist, especially when children need special treatment.

The school principal controls activities to develop children's literacy, numeracy, and foundational abilities. The principal regularly monitors and evaluates learning planning documents prepared by teachers, learning practices, and caring for children. Apart from that, controlling is also carried out periodically through class supervision activities. Teachers use the involvement of parents in supporting several children's activities at school to exchange

information related to children's development at school and home. This also includes monitoring efforts to maintain the quality of teacher guidance.

CONCLUSIONS

The kindergarten head carries out the management of developing children's foundational abilities to the teachers. In this case, the head of the Kindergarten only emphasized the foundational skills, which are the essential components that must be implemented generally in PAUD. Like developing Literacy and Numeracy skills, building these foundational skills also goes through the stages of planning, implementation and regular monitoring by the Head of Kindergarten through supervision activities and daily discussions.

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